

Childminder report

Inspection date: 14 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder has a caring and compassionate approach. She develops strong bonds with children and knows them well. Children are happy and safe in the homely and nurturing environment. They are self-assured and enthusiastically explore the well-resourced environment, making decisions about their play.

The childminder has high expectations for children. She plans challenging activities that support children to build on their existing knowledge and skills. For example, children look closely at similarities and differences as they play memory games. They know the rules of the game and wait patiently for their turn. Children show good dexterity as they explore dough and learn how to use tools and cutters safely. The childminder enthusiastically plays alongside children to make activities enjoyable. She questions children well and provides sensitive guidance to support them to solve problems independently. Children are motivated learners, who persevere during activities and discussions.

The childminder is a positive role model. She consistently supports children to use good manners and is full of praise and encouragement. Children are helpful and tidy away resources when they have finished with them. They listen to the childminder and behave well.

What does the early years setting do well and what does it need to do better?

- Children's mathematical skills develop well. The childminder makes the most of opportunities to support children to use mathematical language. She helps children to count, calculate and solve simple problems independently. For example, children excitedly count the number of cards that each player has won in the game and work out who has the most.
- The childminder supports children's language and communication skills well. She introduces new vocabulary and helps children to pronounce words correctly. Children are articulate communicators. They engage in meaningful conversations and confidently express their thoughts and ideas.
- The childminder works well with parents to promote a shared approach to children's learning and care. She involves parents in the assessment process and keeps them well-informed of children's progress. Parents' feedback is very complimentary.
- The childminder has a secure understanding of how to promote children's emotional well-being. She offers unlimited taster sessions to ensure that children are settled from the start. Children clearly enjoy the childminder's warm interactions and respond positively to her requests and instructions.
- Children are physically active and play outdoors in the childminder's garden each day. They follow good hygiene routines and enjoy nutritious meals and snacks.

The childminder often takes children on trips to places of interest, such as farms, parks and museums. They attend local playgroups, where they mix with other children and develop social skills.

- The childminder scrupulously tracks children's progress to identify and close any gaps in their learning. She interacts positively to help children to achieve their goals. For example, she supports them to count beyond 10 and name colours and shapes during planned activities. However, she occasionally misses opportunities to extend children's imaginative skills further as they engage in self-chosen activities.
- Children are independent and learn how to dress themselves in outdoor clothing. They are confident in new situations and politely ask the childminder for help, as and when they need it. These are just some of the many skills that children develop in readiness for later moves to nursery and school.
- The dedicated childminder reflects on her practice well. She asks parents and children to complete satisfaction questionnaires and uses their feedback to plan pertinent developments. Recently, the childminder has developed her garden and plans to add even more imaginative resources to support children who prefer to learn outdoors.
- The childminder has completed all essential training, including child protection and first aid. However, she does not make the very best use of professional development opportunities to extend her good teaching skills to an even higher level.
- Partnerships with other settings that children attend are strong. The childminder gathers detailed information about children's learning and uses this to complement her teaching successfully.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe. She checks her home and garden each day to ensure that any potential hazards are identified and eliminated. Her premises are safe, secure and hygienic. The childminder is alert to the signs of abuse and knows how to refer any concerns about children's welfare to the relevant authorities. She updates her knowledge of child protection matters regularly and is aware of wider safeguarding issues.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- help children to build on their good imaginative skills even further
- extend professional development activities to help raise the quality of teaching to an even higher level.

Setting details

Unique reference number	EY437747
Local authority	Leeds
Inspection number	10070950
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	17 March 2015

Information about this early years setting

The childminder registered in 2011 and lives in the Bramley area of Leeds, West Yorkshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Susie Prince

Inspection activities

- The inspector looked at the areas of the childminder's home that are used for childminding purposes. She had discussions with the childminder to find out how she organises the curriculum and early years provision.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluated activity with the childminder.
- The inspector looked at evidence of the suitability of adults in the household and a sample of documentation.
- The inspector spoke to the children and considered the views of parents, provided through written feedback.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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